

I LINGUAGGI della contemporaneità

"THE LANGUAGES OF CONTEMPORANEITY" is an educational experimentation in the teaching of Contemporary History in the high school, through an appropriate and consistent integration of narrative strategies taken from television, film, theater, photography and literary sources and exploiting the opportunities of cooperative work and sharing of resources offered by digital social networks. The theme of the 2014-2015 edition: **Contemporary Wars: Continuity and Discontinuity in the Conflicts of the 20th Century.**

The activities of the project started in November 2014 with training sessions for the referent teachers of participating classes dedicated to deepening the scientific contents and methodologies. Then the meetings became more sporadic as the activity of research and comparison between the students, the teachers and the tutors acquired regularity within the virtual thematic classes created on the digital social network Edmodo (www.edmodo.com)

For school year 2014/2015, we experimented for the first time with a methodology of collaborative work among the students based on interaction and sharing of materials through digital social networks. We decided to divide the final products of the participating students into two different categories: those made by classes 5^a and those made by younger students. This is because the students who did not take the graduation exam in June 2015 explicitly asked to continue working in the virtual classes through the summer and until the beginning of the next school year.

In each of these five virtual classrooms, students from different schools collaborated in collecting and validating multimedia material regarding "Contemporary Wars" (respectively **the Balkans, Ukraine, the Narcotraffic in Mexico, the State Islamic and Middle-East**) within the World Wide Web, with the constant supervision of the tutors who helped the students to develop a methodology to evaluate the scientific reliability of the digital sources consulted.

Digital interactions took place every day. We noticed that exchanges between individual students were limited to an instrumental collaboration characterised by a cold and dry formality (most likely due to the awareness of being "observed" by a large number of teachers), but the relationship with the tutors proved to be very useful and fruitful: after a few attempts, the students were able to put the advice of the experts into practise and knew how to select reliable sources that were not polluted by ideological or propaganda preconceptions.

The work for the 5^a classes ended in June 2015. In July, an evaluation committee met to identify which group was able to apply the digital cooperative methodologies proposed by the project most effectively. The other classes continued to work online until October 2015, when the committee met again to identify a winner among this second group of final products.

The final products were characterised by the originality of the communication solutions identified and were realised in full autonomy (multimedia paths, interactive tables, digital videos ...)

Participants:

- 14 high schools from Piedmont: 7 from Torino, 1 – Arona (VCO), 1 – Moncalieri (TO), 1 di Vercelli, 1 di Novara, 1 di Pinerolo (TO), 1 di Avigliana (TO) ed 1 di Alba CN)
- 14 referent teachers
- 340 students
- 5 collective projects (Balkanica, Narcos, Islamic state, Middle East, Ukraine)

For the evaluation of the final products, it was decided to take into consideration not exclusively the technical quality of the exploited media, but also the ability shown by students and teachers to adapt their way of working to the cooperative method proposed by "I Linguaggi" and the application of the evaluation criteria of the sources transmitted during the initial phase of online work by tutors and teachers.

Final product by 5^a classes

- **Narcotraffic in Mexico**

Liceo Avogadro - Vercelli (ref. prof. E.Acide)

Product type: video

- **Islamic State**

Istituto Berti - Torino (ref. prof. A.C. Rossi)

Product type: Prezi

It is the best work, the most complete for the content, the congruence with the system and with the conceptual categories of the project is more explicit and marked (it is articulated exactly in state, time/space, soldier figures, typologies of conflict, representations) and both at the beginning and in the conclusions the knot of continuity-discontinuity is eviscerated, placing the accent on the second from 11 September. The structure starts from the present and its questions and then goes on to research the answers and the roots of the phenomena analysed in the past, thus centering the essential objective of giving historical depth to the present, also thanks to the careful use of a multiplicity of sources. Equally effective is the key communication, very congruent with the Prezi tool, which favours a synthetic and schematic approach, able to quickly transmit fundamental information without renouncing the construction of a complex and articulated analytical path. The presentation also manages to bring together in a single coherent proposal the absolute majority of the materials collected, validated and analysed by the students during the research phases.

- **Islamic State**

Istituto Pininfarina - Moncalieri (ref. prof. M. Piendibene, G. Chiapperini)

Product type: Prezi

Final product by younger students

- **Balkanika**

Liceo Porporato – Pinerolo (ref. Prof. Gambotto, Calcagnile, Careglio)

Istituto Spinelli - Torino

Wiki pages: www.tuttofabrodo.it/ldc/balkanika

Rich work and the active role of the students is very clear and it resulted in the best product.

The system, starting from the initial page, is solid and congruent with the design of the project. The many materials are all reorganised through the 5 conceptual categories proposed.

The more complex is "types of conflict"- that has the merit of facing the knot of the Balkan wars as contemporary wars due to their nature of identity conflicts: in an intelligent way, this aspect is not posed as a cause of conflicts, rather as modalities that they assume.

To the five categories is added - always with access from the main page - a section dedicated specifically to the wars in former Yugoslavia (with a useful schematic chronology). The work is not complete: a limit that is found is in the uneven type of contributions, often post commented on by the students, without the language resulting from that context having been modified and readapted.

- **Narcos**

Liceo Passoni – Torino (ref. professori Testa, Spisso, Losco)

Product type: Video